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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Government** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6G12 The student will be able to locate selected features of Australia.**  a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.  **SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**  a. Describe how Australia’s location, climate, and natural resources have affected where people live.  b. Describe how Australia’s location, climate, and natural resources impact trade.  **SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.**  a. Describe the origins and culture of the Aborigines.  **SS6H9 The student will explain the impact European exploration and colonization had on Australia.**  a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.  b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.  **SS6G14 The student will describe the cultural characteristics of people who live in Australia.**  a. Explain the impact of English colonization on the language and religion of Australia.  b. Evaluate how the literacy rate affects the standard of living. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | **SS6G12 The student will be able to locate selected features of Australia.**  a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.  **SS6G13 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**  a. Describe how Australia’s location, climate, and natural resources have affected where people live.  b. Describe how Australia’s location, climate, and natural resources impact trade.  **SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.**  a. Describe the origins and culture of the Aborigines.  **SS6H9 The student will explain the impact European exploration and colonization had on Australia.**  a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.  b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.  **SS6G14 The student will describe the cultural characteristics of people who live in Australia.**  a. Explain the impact of English colonization on the language and religion of Australia.  b. Evaluate how the literacy rate affects the standard of living.  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * What are the major physical features of Australia, and where are they located on a map (Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert)? | **Textbook Correlation**  pp. 332, 341  ***Postcards Home***   * [http://www.worldatlas.com/](http://www.worldatlas.com/%20) * <http://www.freeworldmaps.net/>   Each student will create four postcards to be sent home from a visit to Australia. On the front of each postcard the student will draw a picture of the location and on the back the student will identify the location, explain its relative location within the region, and describe its importance to tourists. Post cards should include the following locations: Australia’s Great Barrier Reef, the Coral Sea, Ayers Rock/Australian Outback, and the Great Victoria Desert. |
| **2-3** | * How does the factors of location, climate, access to water, and natural resources affect where Australians choose to live and work? * How do the factors of location, climate, access to water, and natural resources affect trade? | * Australia   <http://www.bom.gov.au/jsp/ncc/climate_averages/temperature/index.jsp?maptype=6&period=an>   * <http://www.bom.gov.au/lam/climate/levelthree/ausclim/zones.htm> * <http://www.bom.gov.au/lam/climate/levelthree/ausclim/koeppen2.htm> * <http://www.bom.gov.au/climate/averages/> (Nice interactive map) * <http://www.worldbook.com/wb/Students?content_spotlight/climates/australian_climate> * <http://www.mapsofworld.com/australia/thematic-maps/australia-climate/index.html> * <http://tourismhospitalityeducation.com/students/maps/climate.aspx> * <http://www.mapsofworld.com/australia/thematic-maps/population-of-australia/population-map-of-australia.html> * <http://www.worldbook.com/wb/Media?id=mp000282> * <http://www.worldatlas.com/webimage/countrys/oceania/aussnew.htm> * <http://geology.com/articles/satellite-photo-earth-at-night.shtml> (Night satellite) * <http://www.freeworldmaps.net/australia/index.html>   <https://www.cia.gov/library/publications/the-world-factbook/geos/as.html> |
| **2** | * What was the impact of English colonization on the language and religion of Australia? * How have the literacy rates affected the standard of living for Australians? | **Portfolio Assessment Task- Required**  **European Colonization of Australia**  **Writing Prompt**    **Textbook Correlation**  pp. 346, 347, 348, 349, 367 |
| **2** | * What was the impact of English colonization on the language and religion of Australia? * How have the literacy rates affected the standard of living for Australians? | **Portfolio Assessment Task- Required**  **European Colonization of Australia**  **Writing Prompt**    **Textbook Correlation**  pp. 346, 347, 348, 349, 367 |
| **2** | * How are the origins of the Aborigine people explained? * How have the traditions and beliefs of the Aborigine people shaped their cultures over time? | **Portfolio Assessment Task- Required**  **Historical and Geographical Understandings of Australia -Selected Response**  **Textbook Correlation**  pp. 347, 359   * **Consequences of British colonisation for Aboriginal People** <http://www.skwirk.com.au/p-c_s-17_u-504_t-1361_c-5239/consequences-of-british-colonisation-for-aboriginal-people/qld/consequences-of-british-colonisation-for-aboriginal-people/colonisation-resources-power-and-exploration/british-colonisation-of-australia> * [Indigenous Children in Australia - Lesson Plan](http://www.un.org/works/goingon/australia/lessonplan_indigchildren.html) * [Aboriginal Origins, Culture, and European Impact: Dreamtime](http://www.dreamtime.net.au/) * <http://www.crystalinks.com/dreamtime.html> * <http://www.didjshop.com/stories/index.php>   **United Steaming**   * Worlds of Faith—Animism: Living in Dreamtime video clip   <http://player.discoveryeducation.com/index.cfm?guidAssetId=980EFBA2-C4AE-466A-B4E2-20B9C0B939BF>   * Mystic Lands—Australian Dreamtime video clip   <http://player.discoveryeducation.com/index.cfm?guidAssetId=13BF737B-F6EA-48B1-B642-A74AB2493187> |
| **2** | * Why did the British colonize Australia, and what was the impact of British colonization on Australia’s indigenous peoples? * What was the impact of European colonization in Australia?   **TAPS 2, 3, 4, 5** | **United Steaming**   * Worlds of Faith—Animism: Living in Dreamtime video clip   <http://player.discoveryeducation.com/index.cfm?guidAssetId=980EFBA2-C4AE-466A-B4E2-20B9C0B939BF>   * Mystic Lands—Australian Dreamtime video clip   <http://player.discoveryeducation.com/index.cfm?guidAssetId=13BF737B-F6EA-48B1-B642-A74AB2493187> |
| **DOK Level** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | * The impact of European colonization | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | * British colonization on Australia’s indigenous people | Media Center research materials; atlas; online and physical textbook; internet |
| **3** | * Traditions and beliefs of the Aborigine people. | Textbooks, computer, primary and secondary resources: |
| **3** | * Factors of location, climate, access to water, and natural resources affect trade | Textbooks, computer, primary and secondary resources: |
| **3** | * Factors of location, climate, access to water, and natural resources affect trade | Textbooks, computer, primary and secondary resources: |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | **Integrated** | | |
| All Enduring Understandings | | | | 2-4 | |  | | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * British * Captain James Cook * Penal colony * Australia * Great Barrier Reef * Coral Sea * Ayers Rock * Great Victoria Desert | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Migration * Dreamtime * Colonization * English * Language * Religion * Literacy rate * Standard of living * Location * Climate * Natural resources * Trade * Access to water * Agricultural products * Coal | | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * deportation * colonization * Colonists * Prisoners * Diseases * Weapons * Indigenous * Immunity * Discriminated against * Aborigines * Inhabitants * Nomadic hunters and gathers | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading  Who, What, When and Where Graphic Organizer | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate** (differentiation of process ) ***WICOR:*** | Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Government Graphic Organizer—climate, location and natural resources of Australia | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**• Monday: Australia**

**Warm Up: Reflect Quick Write (What was the impact of British Colonization in Australia?)**

* **Review Stations and Australia Introduction/Review**

**Tuesday:**

* **Review Stations and Australia Introduction/Review**
* **Wednesday: Review Stations and Australia Introduction/Review**

**Thursday:**

* **Review Stations and Australia Introduction/Review**

**Friday:** Quiz